

Violence and Injury Prevention (VIP)

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Grades Prk-2

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons.
- b. Demonstrating the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present.
- c. Describing dangerous and risky situations that need to be reported to an adult.
- d. Applying strategies to avoid or get away from situations that threaten personal safety.
- e. Demonstrating basic first aid and how to call 911 to get help in emergencies.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Differentiating between safe and risky behaviors.
- b. Identifying safety practices for home and school, (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety).
- c. Identifying safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns).
- d. Identifying safe behaviors around strangers, (e.g., not getting in cars or taking treats from strangers).
- e. Distinguishing between appropriate and inappropriate touch.
- f. Describing routines to follow in emergency situations, (e.g., fire, lockdown drills, calling 911).
- g. Explaining the difference between tattling and reporting bullying or aggression.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying trusted individuals in the home, school, and community who can provide help with safety issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community.
- b. Demonstrating ways to refuse or report inappropriate touch.
- c. Demonstrating what to say and do when witnessing bullying or other potentially violent situations.

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Grades 3-4

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Identifying protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, rules).
- b. Applying strategies to stay safe around traffic, water, fire, weapons or other safety hazards.
- c. Applying strategies to stay safe when home alone or using the internet.
- d. Demonstrating strategies to get away and get help in situations involving inappropriate touch or personal safety.
- e. Explaining what to do if you or someone else is being teased or bullied.
- f. Demonstrating how to call 911 or other emergency numbers and provide appropriate information.
- g. Demonstrating basic first aid procedures.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Comparing behaviors that are safe to those that are risky or harmful, (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch).
- b. Describing characteristics of safe and unsafe places, including being home alone and using the internet.
- c. Explaining the difference between bullying and teasing.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how advertising and media influences the initiation of risky behaviors.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor).
- b. Identifying characteristics of valid health information and services that promote health and safety.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Using appropriate communication (e.g., refusal skills, asking for help, "I" messages) and listening skills to enhance health and safety for self and others.
- b. Demonstrate basic conflict resolution techniques.
- c. Using effective communication skills to confront bullying and teasing.
- d. Express intentions to stop bullying as a bystander, perpetrator, or victim.

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Grades 5-6

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating injury prevention and safety strategies for personal health, (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations).
- b. Demonstrating basic first responder first aid, (e.g., calling for assistance, controlling bleeding, and abdominal thrusts).
- c. Demonstrating ways to avoid or change situations that threaten personal safety, (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim).
- d. Applying school rules and procedures to hypothetical school crisis situations.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors, (e.g., helping others, being respectful of others, cooperation, consideration that help prevent violence).
- b. Describing how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat.
- c. Describing the relationship between healthy behaviors and personal health, (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons).
- d. Describing safety issues related to using the internet, including cyber-bullying.
- e. Describing bullying, hazing and harassing behaviors.
- f. Explaining the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Differentiating between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence.
- b. Analyzing how information from peers influence the escalation or de-escalation of violence.
- c. Demonstrating the use of positive media strategies, including marketing to promote healthy choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Identifying resources in the school or community that provide valid information and services about safety and injury prevention.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence.
- b. Demonstrating effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence.
- c. Demonstrating non-violent strategies to resolve conflicts.

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Grades 7-8

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing injury prevention and response strategies for personal safety, (e.g., avoiding or escaping potentially dangerous situations).
- b. Demonstrating basic first aid, (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding).
- c. Demonstrating strategies to avoid or prevent fighting, bullying and other forms of violence.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Identifying the benefits of healthy behaviors and the relationship to the prevention of injury and premature death.
- b. Describing safety rules for sports, recreational activities, including the use of helmets and proper use of equipment.
- c. Differentiating between hazing, harassment, bullying and respectful interactions & relationships.
- d. Describing the consequences of bullying, cyber-bullying, hazing, harassment and violence, (e.g., legal, social, emotional).
- e. Describing the characteristics of healthy and harmful relationships.
- f. Describing benefits of using non-violence to solve interpersonal conflict.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how messages from the media influence safety and violence-related behavior.
- b. Describing how school, family, and peers influence the choices of individuals related to safety and violence.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing appropriate school, community, and internet resources to access when dealing with problems or situations related to violence and safety.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating the ability to use mediation and negotiation skills to resolve conflict.
- b. Demonstrating effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations).
- c. Demonstrating how to report situations that could lead to injury or violence.
- d. Demonstrating the ability to advocate for a positive, respectful, and violence-free school environment.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Applying individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.

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Grades 9-12

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions.
- b. Demonstrating strategies for dealing with situations that involve personal risk, danger or emergencies.
- c. Recognizing and avoiding situations and persons that can increase risk of assault, acquaintance or date rape.
- d. Demonstrating strategies to diffuse potentially violent situations, (e.g., fighting, bullying, hazing, harassment).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Explaining ways to reduce risks associated with transportation safety, (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding).
- b. Analyzing situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence).
- c. Describing the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksites settings, and in the home.
- d. Analyzing the extent to which individuals are responsible for enhancing safety in the school, community and workplace.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing internal and external influences on behaviors that could lead to injuries or violence.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Demonstrating the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.
- b. Analyzing personal conflict styles and demonstrating effective strategies for resolving conflicts.
- c. Demonstrating strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation.
- d. Demonstrating the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by.....

- a. Analyzing a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety.
- b. Implementing a goal setting plan related to avoiding situations that could lead to injuries or violence.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by.....

- a. Applying a decision-making process that results in reducing risks of injury or violence.
- b. Analyzing positive and negative consequences of decisions related to safety and violence.
- c. Analyzing safety concerns that require collaborative decision making.